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ABSTRACT

In August 1975, the College of Eastern Utah (CEU) sent a questionnaire to all 380 1975 graduates of the three local high schools. Of the 148 respondents, 55 percent planned to enter CEU, 10 percent planned to enter a four-year college, 8 percent planned to enter another two-year college, 17 percent planned to work full-time, and 10 percent had other plans. The most prominent factors motivating those who planned to enter CEU were that they could live at home and that they were offered financial aid; Other factors included the promptings of parents and relatives, the quality of the social activities, the availability of personal attention, the lower expense, and the quality of education at CEU. The most important reasons given for choosing other schools were special educational programs, the other schools' academic reputations, the recommendations of students at those schools, and the availability of financial aid. Students from both high-income and low-income families were generally unsure of the quality of education at CEU. A demographic profile of the sample is provided, as are detailed data on the respondents' opinions of CEU. (DC)

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Impressions of C.E.U.

as Expressed by Local High School Graduates

1975

Office of Institutional Research
College of Eastern Utah
Prepared by Jesse F. Seegmiller
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December 1975

JC 760 084

Introduction

Each fall, beginning freshmen constitute the largest portion of the student body at the College of Eastern Utah (CEU). The major sources of beginning freshmen for C.E.U. are the high schools in geographic proximity to the C.E.U. campus. In light of decreasing enrollment trends, it is natural to want to examine the perceptions these local students have of C.E.U. to determine the positive and negative effects which are factors in their decision either to attend C.E.U., or some other college, or to engage in other post high school activities.

Purpose

Therefore, this research is designed to provide answers to the following questions:

1. For what reasons do local students attend C.E.U. as beginning freshmen?
2. Why do local students leave this area to attend other post high school institutions?
3. Why do they decide to work rather than pursue higher educational opportunities?

In answering these questions it is hoped that valuable information will be provided as to how C.E.U. relates to the needs of these local students and what areas, if any, might be changed so as to better serve their needs. If C.E.U. can be structured in such a way that it provides the optimum benefits for these local students, then the enrollment of these local students should be maximized. If this is the case, then both the students and the college will receive benefits.

Methodology

The scope of this study covers all 1975 graduates of Carbon, Emery, and East Carbon high schools. In 1975 there were 380 graduates from these three schools. All 380 graduates were sent a copy of the survey instrument (see appendix) in the first two weeks of August 1975. After sufficient time to reply had elapsed those who had failed to reply were contacted again. The total number of respondents equaled 148 or 38.9% of the population.

These responses were tabulated and checked for bias on several items for which the true population figures are known such as sex and high school attended. The results showed the sample to be in reasonable agreement with the population so it seems appropriate to conclude that the sample is representative of the population.

Under the assumption that the sample accurately reflects the true population, confidence limits were placed on the responses to each item in the questionnaire to determine any general feelings apparent in the responses. These confidence limits are boundaries between which it is expected that the true population value will fall. The confidence in these boundaries is expressed as a percent. After doing this the responses were broken down into various subgroups and chi square

tests performed to see if there were differences in the responses of the various subgroups. If the responses to a particular question differ within the categories of a particular subgroup, e.g. males answer the question differently than females, the chi square test will indicate whether this diference is large enough to be attributed to real differences in the population or is due to sampling error. All results are reported with a confidence of at least 95%.

Results

Demographic Profile of 1975 Graduates

42.6% (63) of the respondents were males with the actual population figure being 47.6%. As mentioned previously this deviation is acceptable. 60.1% (89) of the respondents graduated from Carbon High School, 26.4% (39) from Emery County High School, and 13.5% (20) from East Carbon High School. The actual figures are 55.8% Carbon, 29.2% Emery, and 15.0% East Carbon. Again the differences are small enough to be attributed to sampling error.

The ages of the respondents with accompanying 95% confidence intervals for the true population figures are presented in the following table.

AGE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
17	18	12.2	7.7 - 16.6
18	121	81.8	76.5 - 87.0
19	9	6.1	2.7 - 9.4

In words, we can be 95% sure that the true percentage of 17 year olds in last year's graduating class lies between 7.7% and 16.6%, 18 year olds between 76.5% and 87.0%, and 19 year olds between 2.7% and 9.4%.

91.9% (136) of the respondents were caucasion with 95% limits on the true percentage of 88.1% to 95.7%.

The average high school G.P.A. of the respondents along with 95% confidence limits for the population, leaving out those who did not respond, is summarized as follows:

GRADE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
A	16	10.8	6.6 - 15.1
A-	29	19.6	14.6 - 25.4
B+	40	27.0	21.5 - 33.6
B	30	20.3	15.2 - 26.2
B-	13	8.8	5.0 - 13.0
C+	7	4.7	1.8 - 7.9
C or less	10	6.8	3.3 - 10.5
No response	3	2.0	

The type of high school educational program is summarized below.

PROGRAM	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Academic	90	60.8	60.6 - 73.8
Vocational	44	29.7	26.2 - 39.4
Not specified	14	9.5	

The average yearly income of the students' families may be summarized as follows:

INCOME	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
$0 - 4,999	6	4.1	1.6 - 7.9
$5,000 - 9,999	19	12.8	9.6 - 20.1
$10,000 - 14,999	47	31.8	29.8 - 43.7
$15,000 - 19,999	35	23.6	20.9 - 33.8
$20,000 - 24,999	16	10.8	7.6 - 17.4
$25,000 or more	8	5.4	2.6 - 9.9
No response	17	11.5	

The future plans of the students were as follows:

INTENTION	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Enter C.E.U.	81	54.7	48.1 - 61.4
Enter 4 year school	15	10.1	6.0 - 14.3
Enter other 2 year school	12	8.1	4.3 - 11.9
Work full time	25	16.9	11.8 - 22.0
Get married with no plans for work or schooling	8	5.4	2.2 - 8.6
Undecided	7	4.7	1.8 - 7.7

From the above it is seen that 73% of the local high school students plan to continue their education after graduation. This figure is significantly higher than the state average for 1975 which is 66%.

General Response

With the above background on the respondents it is now appropriate to examine how they answered the various other items in the questionnaire. Of all the students surveyed 62.8% (93) indicated that they had heard of C.E.U. through the catalog or some other C.E.U. publication. 52.7% (78) had heard of C.E.U. from some official representative of the college and 41.9% (62) had heard of C.E.U. through the media. 52.7% (78) indicated that they had heard of C.E.U. through some other source with 39.9% (59) of the total indicating that they had heard of C.E.U. from family, friends, students, etc. 6.8% (10) did not indicate how they had heard of C.E.U. but everyone had heard of C.E.U. from some source.

58.8% (87) of the respondents indicated that someone in their family had attended C.E.U. before. This figure is significantly higher than the 37.8% (56) who said that no one in their family had ever attended C.E.U. 3.4% (5) did not respond to this item. 95% confidence limits on the proportion of those with someone in their family having attended C.E.U. are 54.2% to 67.5% indicating that the majority of the graduates last year had someone in their family with personal experience at C.E.U.

The opinion the respondents had of C.E.U., along with 95% confidence intervals, is represented in the following table:

OPINION	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
I like it	87	58.8	52.6 - 65.8
I don't like it	5	3.4	1.3 - 6.0
No opinion	55	37.2	30.9 - 43.9

This table indicates that the majority of the population like C.E.U. Significantly more of the population have no opinion of C.E.U. than those that don't like it at all.

The feelings of the students in responding to the question of whether C.E.U. provides adequate social activities are shown below:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	65	43.9	37.9 - 51.2
No	20	13.5	9.0 - 18.4
Don't know	61	41.2	35.2 - 48.4
No response	2	1.4	

This table indicates that no significant difference exists in the population between those who feel C.E.U. provides adequate social activities and those who don't know about the adequacy of the social activities here.

The responses to the question of whether C.E.U. provides more personal attention for students than four year colleges were as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	109	73.6	68.8 - 80.5
No	3	2.0	0.8 - 4.2
Don't know	34	23.0	17.6 - 29.0
No response	2	1.4	

This indicates a significant majority feel that C.E.U. provides more personal attention. Again, significantly more students don't know about their response to this question than feel that C.E.U. doesn't provide more individual attention.

The responses to the question of whether C.E.U.'s education is less expensive than that of a four year college went as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	117	79.1	75.3 - 86.1
No	2	1.4	0.5 - 3.2
Don't know	26	17.6	12.7 - 23.2
No response	3	2.0	

Again, a significant difference exists among the majority who feel C.E.U. to be less expensive, those who don't know, and those who feel C.E.U. isn't less expensive than four year schools.

The responses to the question of whether C.E.U. provides quality training are illustrated by the following:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	75	50.7	45.0 - 58.4
No	10	6.8	3.3 - 10.5
Don't know	60	40.5	34.7 - 48.0
No response	3	2.0	

No significant difference exists between the yes and the don't know responses to this question, however, both are significantly higher than the negative responses.

In response to the question of whether C.E.U. provides adequate training for work in a technical field the students answered as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	53	35.8	29.8 - 42.8
No	12	8.1	4.4 - 12.1
Don't know	81	54.7	48.8 - 62.1
No response	2	1.4	

It is seen here that significant differences exist between all three responses with those not knowing providing the most prevalent response.

The answers to the question of whether C.E.U. provides adequate preparation for transferring to a four year institution are as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	82	55.4	49.5 - 62.8
No	8	5.4	2.2 - 8.7
Don't know	56	37.8	31.8 - 44.9
No response	2	1.4	

It is seen here that again all three responses differ significantly with the yes response being the most prevalent.

When asked whether the facilities of C.E.U. are well equipped the students responded as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	52	35.1	29.2 - 42.0
No	14	9.5	5.5 - 13.7
Don't know	80	54.1	48.1 - 61.5
No response	2	1.4	

Again all three responses differ significantly but this time those not knowing form the largest group.

In response to the question of whether C.E.U. is convenient, the students answered as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	103	69.6	64.4 - 76.7
No	1	0.7	0.3 - 2.1
Don't know	42	28.4	22.7 - 34.9
No response	2	1.4	

Once again all the responses differ significantly with favorable responses forming the majority of the population.

When asked if the facilities of C.E.U. are modern the graduates replied as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	82	55.4	49.5 - 62.8
No	14	9.5	5.5 - 13.7
Don't know	50	33.8	27.9 - 40.6
No response	2	1.4	

It is seen that the three types of response differ significantly with positive responses being the most prevalent.

In response to the question of whether the facilities of C.E.U. are attractive, the students replied as follows:

RESPONSE	NUMBER	PER CENT	95% CONFIDENCE INTERVAL
Yes	106	71.6	67.1 - 79.1
No	9	6.1	2.8 - 9.6
Don't know	30	20.3	15.2 - 26.2
No response	3	2.0	

Again, distinct differences exist in the numbers responding in the three categories of response with positive responses forming the majority.

Sub-group response

Each of the items on the questionnaire was examined to see if differences in response occurred when the factors of sex, age, ethnic background, high school, high school grades, type of high school program, family income, future plans, and general opinion of C.E.U. were taken into consideration. The significant results and other results of interest will now be presented.

TABLE 1 - Chi square test of Future plans vs. Sex

Observed # / Expected #	Enter CEU	Enter 4 yr school	Enter 2 yr school	Work Full Time	Get married No school or work	Undecided	Totals
Male	34 34.480	6 6.385	6 5.108	16 10.642	0 3.405	1 2.980	63
Female	47 46.520	9 8.615	6 6.892	9 14.358	8 4.595	6 4.020	85
Totals	81	15	12	25	8	7	148

$\chi^2 = 13.24$
df = 5
*
(See foot note below)

In table I a chi square test of the independence of the graduates future plans and their sex is made. This test indicates that the future plans of the male graduates differ from the plans of the female graduates. On inspection of the data it appears that this difference is due largely to the men who will be working full-time and the women who will be getting married. Since both represent full-time occupations it is hypothesized that the difference in response would be eliminated if these two categories were combined.

TABLE 2 - Chi square test of Future plans vs. Sex

	Enter CEU	Enter 4 yr school	Enter 2 yr school	Work or Get married	Undecided	Total
Male	34 34.480	6 6.385	6 5.108	16 14.047	1 2.980	63
Female	47 46.520	9 8.615	6 6.892	17 18.953	6 4.020	85
Totals	81	15	12	33	7	148

$\chi^2 = 3.09$
df = 4
NS

NS = Not significant
* = Significant at 95% level
** = Significant at 99% level
*** = Significant at 99.9% level

Table 2 shows this test being made with the result being acceptance of the hypothesis of no significant difference between the two groups.

No difference in future plans was found to exist when tested with the factors of age or ethnic background. Table 3 shows that the test to check independence of high school attended and future plans is significant, meaning a difference in plans exists. When it is hypothesized that the same proportion of graduates go on to post high school education from each high school (table 4) it is seen the differences are no longer significant. This can be accounted for by the disproportionately large number of students from Emery High School who attend two year institutions other than C.E.U.

TABLE 3 - Chi square test of future plans vs. High School attended

	Enter CEU	Enter 4 yr school	Enter 2 yr school	Work Full Time	Get Married	Undecided	Totals
Carbon High	56 48.709	10 9.020	4 7.216	11 15.034	3 4.811	5 4.209	89
Emery High	14 21.345	4 3.953	8 3.162	9 6.588	2 2.108	2 1.845	39
East Carbon	11 10.946	1 2.027	0 1.622	5 3.378	3 1.081	0 .9459	20
Totals	81	15	12	25	8	7	148

$\chi^2 = 22.65$
df = 10
*

TABLE 4 - Chi square test of future plans vs. High school attended

	Enter any College	Work Full Time	Get Married	Undecided	Totals
Carbon	70 64.946	11 15.034	3 4.811	5 4.209	89
Emery	26 28.459	9 6.588	2 2.108	2 2.845	39
East Carbon	12 14.595	5 3.378	3 1.081	0 .9459	20
Totals	108	25	8	7	148

$\chi^2 = 9.01$
df = 6
NS

When grades and future plans are tested for independence, no significant difference is found to exist. However, when grades are further broken down to include negative and positive letter grades (table 5) significance is found to exist. With a higher concentration of students planning to attend four year schools in the top three grade categories, and a higher concentration of students planning to work in the lower three grade categories, it is hypothesized that no difference in grades exists for those planning to attend two year schools or get married or for those who are undecided. This hypothesis is shown to be correct in table 6. From these results it appears that a higher percentage of the achievers in high school are more likely to go to four year

schools than average and that more low achievers than average decide that more schooling, at least for the present, would not be beneficial to them.

TABLE 5 - Chi square test of future plans vs. High School grades

	Enter C.E.U.	Enter 4 yr school	Enter 2 yr school	Work Full Time	Get Married	Undecided	Totals
A	6 8.938	6 1.655	1 1.324	2 2.428	0 .8828	1 .7724	16
A-	20 16.2	2 3.0	2 2.40	2 4.40	3 1.60	0 1.40	29
B+	26 22.345	4 4.138	4 3.310	6 6.069	0 2.207	0 1.931	40
B	17 16.759	1 3.103	4 2.483	3 4.552	3 1.655	2 1.448	30
B-	5 7.262	1 1.345	1 1.076	3 1.972	1 .7172	2 .6276	13
C+	3 3.910	0 .7241	0 .5793	3 1.062	1 .3862	0 .3379	7
C or less	4 5.586	1 1.034	0 .8276	3 1.517	0 .5517	2 .4828	10
Totals	81	15	12	22	8	7	145

$\chi^2 = 46.64$
df = 30
*

TABLE 6 - Chi square test of future plans vs. High School grades

	Enter C.E.U.	Enter 2 yr school	Get Married	Undecided	Totals
A	6 6.0	1 .8889	0 .5926	1 .5185	8
A-	20 18.75	2 2.778	3 1.852	0 1.620	25
B+	26 22.5	4 3.333	0 2.222	0 1.944	30
B	17 19.5	4 2.889	3 1.926	2 1.685	26
B-	5 6.75	1 1.0	1 .6667	2 .5833	9
C+	3 3.0	0 .4444	1 .2963	0 .2593	4
C or less	4.5	0 .6667	0 .4444	2 .3889	6
Totals	81	12	8	7	108

$\chi^2 = 24.21$
df = 18
NS

In table 7 it is seen that a difference in future plans exists between students with primarily academic high school programs and those with vocational programs.

TABLE 7 - Chi square test of future plans vs. Type of High School Program

	Enter CEU	Enter 4 yr school	Enter 2 yr school	Work Full Time	Get Married	Undecided	Totals
Academic	50 47.687	12 10.075	10 7.388	12 16.119	4 4.030	2 4.70'	90
Vocational	21 23.313	3 4.925	1 3.612	12 7.881	2 1.970	5 2.299	44
Totals	71	15	11	24	6	7	134

$\chi^2 = 12.21$ *
$df = 5$

In table 8 the hypothesis that this difference does not exist among those planning to get married and those planning on continuing their education is shown to be valid. Thus, a higher percentage of those undecided or planning on working full time exists among those students with a strong vocational background.

TABLE 8 - Chi square test of future plans vs. Type of High School Program

	Enter CEU	Enter 4 yr school	Enter 2 yr school	Get Married	Totals
Academic	50 52.388	12 11.068	10 8.117	4 4.427	76
Vocational	21 18.612	3 3.932	1 2.883	2 1.573	27
Totals	71	15	11	6	103

$\chi^2 = 2.54$
$df = 3$
NS

No difference in future plans is found to exist among the various income brackets. Table 9 illustrates the test made on the independence of future plans and opinion of C.E.U. which is found to be highly significant. From this test it is seen that those attending another school are not as favorably impressed with C.E.U. as those who attend C.E.U. or who plan to work.

TABLE 9 - Chi square test of Four most common future plans vs. Opinion of C.E.U.

	Enter CEU	Enter 4 yr school	Enter 2 yr school	Work Full Time	Totals
Like CEU	57 49.705	5 9.205	5 7.364	14 14.727	81
Don't like CEU	0 3.068	4 .5682	1 .4545	0 .9091	5
No opinion	24 28.227	6 5.227	6 4.182	10 8.364	46
Totals	81	15	12	24	132

12

$\chi^2 = 31.00$
$df = 6$
***

When examing the responses to the question of the respondent's overall opinion of C.E.U., no differences were found to exist for any of the various sub-groupings. This includes high school attended, meaning that no significant difference in opinion of C.E.U. was found to exist among the students of Carbon, Emery, or East Carbon High Schools.

The examination of the question of C.E.U. providing adequate social activities shows that no significant difference in response exists for the factors of sex, age, ethnic background, high school attended, type of high school program, or family income. In table 10 the distribution of responses for the various grades are checked and are found not significant. However, as table 11 shows, when the grades are grouped together it is found that students with B averages have the most favorable impression of the social activities at C.E.U., A students are most negative and C students are most unknowledgable of the adequacy of social activities at C.E.U.

TABLE 10 - Chi square test of adequacy of Social Activities at C.E.U. vs. High School G.P.A.

	Yes	No	Don't Know	Totals
A	9 7.0	4 2.222	3 6.778	16
A-	10 12.688	6 4.028	13 12.285	29
B+	21 17.063	5 5.417	13 16.521	39
B	12 13.125	4 4.167	14 12.708	30
B-	7 5.688	1 1.806	5 5.507	13
C+	2 3.063	0 .9722	5 2.965	7
C or less	2 4.375	0 1.389	8 4.236	10
Totals	63	20	61	144

$\chi^2 = 17.07$
df = 12
NS

TABLE 11 - Chi square test of adequacy of social activities at C.E.U. vs. High School G.P.A.

	Yes	No	Don't Know	Totals
A	19 19.688	10 6.250	16 19.063	45
B	40 35.875	10 11.389	32 34.736	82
C	4 7.438	0 2.361	13 7.201	17
Totals	63	20	61	144

$\chi^2 = 12.24$
df = 4
*

Table 12 shows that the responses differ for students with differing future plans. Those planning to attend C.E.U. are more positive in their appraisals of the the social activities on campus. Table 13 shows that those with positive feelings toward C.E.U. are much more positive in their evaluation of social life at C.E.U. than are those with negative or neutral feelings for C.E.U.

TABLE 12 - Chi square test of adequacy of social activities at C.E.U vs. Four main future plans

	Yes	No	Don't Know	Totals
Enter C.E.U.	38 35.244	8 11.748	35 34.008	81
Enter 4 yr school	4 6.092	6 2.031	4 5.878	14
Enter 2 yr school	5 5.221	4 1.740	3 5.038	12
Work Full Time	10 10.443	1 3.481	13 10.076	24
Totals	57	19	55	131

$\chi^2 = 16.92$
df= 6
**

TABLE 13 - Chi square test of adequacy of Social Activities at C.E.U. vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	51 38.733	9 11.918	27 36.349	87
Don't Like C.E.U.	0 2.226	3 .6849	2 2.089	5
No Opinion	14 24.041	8 7.397	32 22.562	54
Totals	65	20	61	146

$\chi^2 = 25.25$
df = 4
***

No difference in response to the question of whether C.E.U. provides more attention than four year schools is found to exist for any factors except those illustrated in tables 14 and 15. These tables show that those planning to attend C.E.U. and those with favorable feelings towards C.E.U. answer more positiviely to this question.

The question of whether C.E.U. is less expensive than four year colleges ellicits no difference in response for any of the factors examined, including opinion of C.E.U., except for the factors of family income and future plans. Table 16 shows significant differences exist in the responses to this question for the various income brackets. Table 17 supports the hypothesis that no difference in response exists for any income bracket above $5,000 annually. Table 18 shows differences in

response to exist for the different future plans of the individuals. The hypothesis that there are no differences in opinion as to C.E.U. being less expensive than four year schools among those planning post high school education is tested in table 19 and accepted as being true.

TABLE 14 - Chi square test of availability of personal attention at C.E.U. vs. Four Main Future Plans

	Yes	No	Don't Know	Totals
Enter C.E.U.	69 62.450	2 1.855	10 16.655	81
Enter 4 yr school	7 10.794	1 .3206	6 2.885	14
Enter 2 yr school	9 9.252	0 .2748	3 2.473	12
Work	16 18.504	0 .5496	8 4.947	24
Totals	101	3	27	131

$\chi^2 = 12.69$
df = 6
*

TABLE 15 - Chi square test on availability of personal attention at C.E.U. vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	71 64.952	1 1.788	15 20.260	87
Don't Like C.E.U.	4 3.733	1 .1027	0 1.164	5
No Opinion	34 40.315	1 1.110	19 12.575	54
Totals	109	3	34	146

$\chi^2 = 15.58$
df = 4
**

TABLE 16 - Chi square test of lower expense at C.E.U. vs. Family Income

	Yes	No	Don't Know	Totals
Less than $5,000	2 4.781	1 .0938	3 1.125	6
$5,000 - $9,999	15 14.344	0 .2813	3 3.375	18
$10.000 - $14,999	34 35.859	1 .7031	10 8.438	45
$15,000 - $19,999	28 27.891	0 .5469	7 6.563	35
$20,000 $24,999	15 12.750	0 .25	1 3.0	16
$25,000 or Above	8 6.375	0 .125	0 1.50	8
Totals	102	2	24	128

$\chi^2 = 18.96$
df = 10
*

TABLE 17 - Chi square test of lower expense at C.E.U. vs. Family Income

	Yes	No	Don't Know	Totals
$5,000 - $9,999	15 14.754	0 .1475	3 3.098	18
$10,000 - $14,999	34 36.885	1 .3689	10 7.746	45
$15,000 - $19,999	28 28.689	0 .2869	7 6.025	35
$20.000 - $24,999	15 13.115	0 .1311	1 2.754	16
$25,000 or Above	8 6.557	0 .0656	0 1.377	8
Totals	100	1	21	122

$\chi^2 = 5.86$
df = 8
NS

TABLE 18 - Chi square test of lower expense at C.E.U. vs. Four Main Future Plans

	Yes	No	Don't Know	Totals
Enter C.E.U.	74 67.077	2 1.231	4 11.692	80
Enter 4 yr school	12 11.738	0 .2154	2 2.046	14
Enter 2 yr school	9 10.062	0 .1846	3 1.754	12
Work Full Time	14 20.123	0 .3692	10 3.508	24
Totals	109	2	19	130

$\chi^2 = 21.91$
df = 6
**

TABLE 19 - Chi square test of lower expense at C.E.U. vs. Post High School Education

	Yes	No	Don't Know	Totals
Enter C.E.U.	74 71.698	2 1.509	4 6.792	80
Enter 4 yr school	12 12.547	0 .2642	2 1.189	14
Enter 2 yr school	9 10.755	0 .2264	3 1.019	12
Totals	95	2	9	106

$\chi^2 = 6.59$
df = 4
NS

The opinion of the quality of education at C.E.U. is found not to differ across any of the factors examined, including high school attended, except income, future intentions and overall opinion of C.E.U. The differences of opinion across the various levels of income are found in table 20. The test here is highly significant but no meaningful trend in response is apparent except that both the lowest and the highest incomes are not as positive as the others. Table 21 shows that those planning to attend C.E.U. are much more positive in their opinion of the quality of education available at C.E.U. than those attending other schools or planning to work. Table 22 illustrates the highly significant relationship between overall opinion of C.E.U. and opinion of the quality of education at C.E.U. This great significance leads to the conclusion that the most important consideration in determining opinion of C.E.U. is opinion of the quality of education available at C.E.U.

TABLE 20 - Chi square test of availability of quality education at C.E.U. vs. Family Income

	Yes	No	Don't Know	Totals
Less than $5,000	0 2.953	0 .4688	6 2.578	6
$5,000 - $9,999	13 8.367	0 1.328	4 7.305	17
$10,000 - $14,999	17 22.641	5 3.594	24 19.766	46
$15,000 - $19,999	20 17.227	2 2.734	13 15.039	35
$20,000 - $24,999	10 7.875	0 1.25	6 6.875	16
$25,000 or More	3 3.938	3 .625	2 3.438	8
Totals	63	10	55	128

$\chi^2 = 28.92$
df = 10
**

TABLE 21 - Chi square test of availability of quality education at C.E.U. vs. Four Main Future Plans

	Yes	No	Don't Know	Totals
Enter C.E.U.	48 41.846	1 6.154	31 32.0	80
Enter 4 yr school	6 7.323	5 1.077	3 5.60	14
Enter 2 yr school	5 6.277	2 .9231	5 4.80	12
Work Full Time	9 12.554	2 1.846	13 9.60	24
Totals	68	10	52	130

$\chi^2 = 24.74$
df= 6
***

TABLE 22 - Chi square test of availability of quality education at C.E.U. vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	57 45.0	3 6.0	27 36.0	87
Don't like C.E.U.	0 2.586	5 .3448	0 2.069	5
No Opinion	18 27.414	2 3.655	33 21.931	53
Totals	75	10	60	145

$\chi^2 = 84.02$
df = 4
***

Differences of opinion are found to exist across the various categories of the factors of type of high school program, future plans and opinion of C.E.U. for the question of whether C.E.U. provides adequate preparation for work in a technical field. None of the other factors including sex and high school attended are significant. Table 23 shows that those involved in vocational training programs in high school are more definite in their responses to this question and respond more favorably than those in regular academic programs. Table 24 shows that those planning to work have a more positive impression of C.E.U.'s ability to train people to work in technical fields. It also shows that those planning to attend other schools are not as favorably impressed with C.E.U. in regard to technical training. Table 25 shows that those who like C.E.U. have a better opinion of C.E.U.'s technical training abilities than those who don't like C.E.U. or have no opinion of the school.

TABLE 23 - Chi square test of adequacy of technical preparation at C.E.U. vs. Type of High School Program

	Yes	No	Don't Know	Totals
Academic	26 32.364	7 8.091	56 48.545	89
Vocational	22 15.636	5 3.909	16 23.455	43
Totals	48	12	72	132

$\chi^2 = 7.81$
df = 2
*

TABLE 24 - Chi square test of technical preparation at C.E.U. vs. Four Main Future Plans

	Yes	No	Don't Know	Totals
Enter C.E.U.	29 28.923	4 6.769	47 44.308	80
Enter 4 yr school	3 5.062	5 1.185	5 7.754	14
Enter 2 yr school	1 4.338	2 1.015	9 6.646	12
Work Full Time	14 8.677	0 2.031	10 13.292	24
Totals	47	11	72	130

$\chi^2 = 25.29$
df = 6
***

TABLE 25 - Chi square test of adequacy of technical preparation at C.E.U. vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	34 31.582	3 7.151	50 48.267	87
Don't like C.E.U.	1 1.815	2 .411	2 2.774	5
No Opinion	18 19.603	7 4.438	29 29.959	54
Totals	53	12	81	146

$\chi^2 = 11.02$
df = 4
*

None of the factors examined show any significant differences in answers to the question of whether C.E.U. provides an adequate preparation for transferring to a four year college or university except for those shown in tables 26 and 27. Table 26 shows that those planning to attend a two year school have a favorable impression of the ability of C.E.U. to provide the preparation necessary before transferring to a university. Those planning to work are generally unsure, while those planning to attend a four year school are more negative in their response to this question. Table 27 shows that those who like C.E.U. are most positive in their response to the question of whether C.E.U. adequately prepares students for transferring to four year schools.

TABLE 26 - Chi square test of adequacy of transfer preparation at C.E.U. vs. Four Main Future Plans

	Yes	No	Don't Know	Totals
Enter C.E.U.	54 47.611	2 4.328	25 29.061	81
Enter 4 yr school	6 8 .229	4 .7481	4 5.023	14
Enter 2 yr school	8 7.053	0 .6412	4 4.305	12
Work Full Time	9 14.107	1 1.282	14 8.611	24
Totals	77	7	47	131

$\chi^2 = 23.70$
df = 6
***

TABLE 27 - Chi square test of adequacy of transfer preparation at C.E.U. vs. Opinion of C.E.U

	Yes	No	Don't Know	Totals
Like C.E.U.	58 48.863	1 4.767	28 33.370	87
Don't like C.E.U.	2 2.808	2 .274	1 1.918	5
No Opinion	22 30.329	5 2.959	27 20.712	54
Totals	82	8	56	146

$\chi^2 = 22.70$
df = 4
***

In response to the question of whether C.E.U. is well equipped, differences were found to exist for the factors of high school attended, income and opinion of C.E.U. Table 28 shows that those from Carbon High School are most definite in their responses (lowest percentage of don't know responses). Those from Emery County High School are the least positive in their responses. Tables 29 and 30 show that no significant differences exist among any of the income brackets except the highest which is quite negative in its perception of how well equipped C.E.U. is. In table 31 it is seen that those with a positive opinion of C.E.U. feel most positive about how well it is equipped.

TABLE 28 - Chi square test of opinion of how well equipped C.E.U. is vs. High School Attended

	Yes	No	Don't Know	Totals
Carbon	38 31.699	10 8.534	41 48.767	89
Emery	7 13.534	4 3.644	27 20.822	38
East Carbon	7 6.767	0 1.822	12 10.411	19
Totals	52	14	80	146

$\chi^2 = 9.84$
df = 4
*

TABLE 29 - Chi square test of opinion of how well equipped C.E.U. is vs. Family Income

	Yes	No	Don't Know	Totals
Less than $5,000	1 2.186	0 .5581	5 3.256	6
$5,000 - $9,999	9 6.558	0 1.674	9 9.767	18
$10,000 - $14,999	14 16.760	3 4.279	29 24.961	46
$15,000 - $19,999	13 12.752	4 3.256	18 18.992	35
$20,000 - $24,999	7 5.829	1 1.488	8 8.682	16
$25,000 or More	3 2.915	4 .7442	1 4.341	8
Totals	47	12	70	129

$\chi^2 = 23.76$
df = 10
**

TABLE 30 - Chi square test of opinion of how well equipped C.E.U. is vs. Family Income

	Yes	No	Don't Know	Totals
Less than $5,000	1 2.182	0 .3967	5 3.421	6
$5,000 - $9,999	9 6.545	0 1.190	9 10.264	18
$10,000 - $14,999	14 16.727	3 3.041	29 26.231	46
$15,000 - $19,999	13 12.727	4 2.314	18 19.959	35
$20,000 - $24,999	7 5.818	1 1.058	8 9.124	16
Totals	44	8	69	121

$\chi^2 = 6.58$
df = 8
NS

TABLE 31 - Chi square test of opinion of how well equipped C.E.U. is vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	40 30.986	8 8.342	39 47.671	87
Don't Like C.E.U.	1 1.781	2 .4795	2 2.740	5
No Opinion	11 19.233	4 5.178	39 29.589	54
Totals	52	14	80	146

$\chi^2 = 16.36$
df = 4
**

For the question of whether C.E.U. is convenient to the students, differences were found for the factors of ethnic background, high school attended and opinion of C.E.U. In table 32 it is seen that non-caucasions are much more unsure about the convenience of C.E.U.'s facilities than are caucasions. In table 33 it is seen that students from both Emery and East Carbon high schools don't think of C.E.U. as being as convenient as those from Carbon High School do. Table 34 shows that more of those with a good opinion of C.E.U. view it as being convenient than those who have no opinion of C.E.U. or those who don't like it.

TABLE 32 - Chi Square test of opinion of convenience of C.E.U. vs. Ethnic Background

	Yes	No	Don't Know	Totals
Caucasian	99 94.534	1 .9178	34 38.548	134
Other	4 8.466	0 .0822	8 3.452	12
Totals	103	1	42	146

$\chi^2 = 9.19$
df = 2
*

TABLE 33 - Chi square test of opinion of convenience of C.E.U. vs. High school attended

	Yes	No	Don't Know	Totals
Carbon	74 62.788	0 .6096	15 25.603	89
Emery	20 26.808	1 .2603	17 10.932	38
East Carbon	9 13.404	0 .1301	10 5.466	19
Totals	103	1	42	146

$\chi^2 = 19.54$
df = 4
***

TABLE 34 - Chi square test of opinion of convenience of C.E.U. vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	67 61.377	0 .5959	20 25.027	87
Don't Like C.E.U.	4 3.527	1 .0343	0 1.438	5
No Opinion	32 38.096	0 .3699	22 15.534	54
Totals	103	1	42	146

$\chi^2 = 34.89$
df = 4
***

The only significant differences found to exist for the question of whether C.E.U.'s facilities are modern were those shown in table 35 for the factor of high school attended. Those who attended Carbon High were most definite in their responses and more positive than those in the other two schools.

TABLE 35 - Chi square test of opinion of how modern C.E.U. is vs. High School attended

	Yes	No	Don't Know	Totals
Carbon	57 49.986	10 9.753	22 29.260	89
Emery	15 21.342	6 4.164	17 12.493	38
East Carbon	10 10.671	0 2.082	9 6.247	19
Totals	82	16	48	146

$\chi^2 = 10.45$
$df = 4$
*

In answer to the question of whether the campus facilities of C.E.U. are attractive, no significance was found for any of the factors except family income and opinion of C.E.U. In tables 36 and 37 it is seen that no significant difference in response to this question exists for any of the income brackets except the highest, which is seen to respond negatively to this question. Table 38 shows that those with a good opinion of C.E.U. respond most favorably to this question.

One other item that was checked was whether the student's future intentions differed depending on whether anyone in their families had ever attended C.E.U. A chi square test was performed and no relationship was found to exist between future plans and whether any family member had ever attended C.E.U.

81 of the students surveyed indicated that they planned to attend C.E.U. this fall. Their reasons for attending C.E.U. can be summarized by table 39. Included are all the reasons which they felt important in deciding to attend C.E.U. as well as a listing of the single most important reason for attending C.E.U. 74.1% (60) of these students listed C.E.U. as their first choice of a college to attend. 18.5% (15) had C.E.U. as their second choice while 4.9% (4) listed C.E.U. as being less than their second choice. 2.5% (2) of the students did not respond to this item.

As noted earlier, 27 students indicated that they were going to attend another school. Their reasons for this choice are summarized in table 40. 81.5% (22) of these students said that they had no intention of enrolling at C.E.U. at a later date while 7.4% (2) listed this as a possibility and 11.1% (3) didn't respond to this item. When these students are separated into two groups, representing those going to four year colleges and those going to other two year institutions, the reasons for these choices are shown in table 41.

TABLE 36 - Chi square test of opinion of attractiveness of C.E.U. vs. Family Income

	Yes	No	Don't Know	Totals
Less than $5,000	3 4.419	0 .4186	3 1.163	6
$5,000 - $9,999	13 13.256	0 1.256	5 3.488	18
$10,000 - $14,999	34 33.876	2 3.209	10 8.915	46
$15,000 - $19,999	29 25.775	2 2.442	4 6.783	35
$20,000 $24,999	13 11.783	1 1.116	2 3.101	16
$25,000 or More	3 5.891	4 .5581	1 1.550	8
Totals	95	9	25	129

$\chi^2 = 31.28$
df = 10
***

TABLE 37- Chi square test of opinion of attractiveness of C.E.U. vs. Family Income

	Yes	No	Don't Know	Totals
Less than $5,000	3 4.562	0 .2479	3 1.190	6
$5,000 - $9,999	13 13.686	0 .7438	5 3.570	18
$10,000 - $14,999	34 34.975	2 1.901	10 9.124	46
$15,000 - $19,999	29 26.612	2 1.446	4 6.942	35
$20,000 - $24,999	13 12.165	1 .6612	2 3.174	16
Totals	92	5	24	121

$\chi^2 = 7.34$
df = 8
NS

TABLE 38 - Chi square test of opinion of attractiveness of C.E.U. vs. Opinion of C.E.U.

	Yes	No	Don't Know	Totals
Like C.E.U.	70 62.869	4 5.338	12 17.793	86
Don't Like C.E.U.	3 3.655	2 .3103	0 1.034	5
No Opinion	33 39.476	3 3.352	18 11.172	54
Totals	106	9	30	145

$\chi^2 = 18.66$
df = 4
***

TABLE 39 - Reasons listed for attending C.E.U.

Reason for Attending	Number Listing	Per Cent	Number Listing Most Important Reason	Per Cent
Parents or relatives wanted me to attend	45	55.6	8	9.9
I could not get a job	5	6.2	1	1.2
A teacher advised me	8	9.9	1	1.2
My guidance counselor advised me	9	11.1	0	0.0
C.E.U. has a very good social reputation	15	18.5	1	1.2
C.E.U. has a very good vocational training reputation	9	11.1	0	0.0
C.E.U. has a very good academic reputation	13	16.0	1	1.2
C.E.U. has low tuition	36	44.4	6	7.4
I wanted to go to school in Price	36	44.4	3	3.7
I wanted to live at home	46	56.8	10	12.3
Someone who had been there before advised me to go	27	33.3	3	3.7
I was offered financial assistance	35	43.2	13	16.0
I wanted to live away from home	4	4.9	0	0.0
C.E.U. offers special educational programs	10	12.3	4	4.9
Other	13	16.0	5	6.2
No response	1	1.2	25	30.9
Totals			81	99.8

TABLE 40 - Reasons Listed for Attending a School Other Than C.E.U.

Reason for Attending	Number Listing	Per Cent	Number Listing Most Important Reason	Per Cent
Parents or relatives wanted me to attend	7	25.9	0	0.0
I could not get a job	1	3.7	0	0.0
A teacher advised me	5	18.5	0	0.0
My guidance counselor advised me	1	3.7	0	0.0
This college has a very good social reputation	9	33.3	0	0.0
This college has a very good vocational training reputation	6	22.2	2	7.4
This college has a very good academic reputation	16	59.3	3	11.1
This college has low tuition	2	7.4	0	0.0
I did not want to go to school in Price	10	37.0	1	3.7
Someone who had been there before advised me to go	14	51.9	1	3.7
I was offered financial assistance	13	48.1	3	11.1
I wanted to live away from home	10	37.0	1	3.7
This college offers special educational programs	11	40.7	6	22.2
Other	3	11.1	2	7.4
No response	1	3.7	8	29.6
Totals			27	99.9

TABLE 41 - Reasons for attending four year schools vs. Reasons for attending two year schools

Reason for Attending	FOUR YEAR SCHOOL				TWO YEAR SCHOOL			
	Number Listing	Per Cent	Number Most Important	Per Cent	Number Listing	Per Cent	Number Most Important	Per Cent
Parents or relatives wanted me to attend	5	33.3	0	0.0	2	16.7	0	0.0
I could not get a job	0	0.0	0	0.0	1	8.3	0	0.0
A teacher advised me	2	13.3	0	0.0	3	25.0	0	0.0
My guidance counselor advised me	0	0.0	0	0.0	1	8.3	0	0.0
This college has a very good social reputation	7	46.7	0	0.0	2	16.7	0	0.0
This college has a very good vocational reputation	0	0.0	0	0.0	6	50.0	2	16.7
This college has a very good academic reputation	10	66.7	1	6.7	6	50.0	2	16.7
This college has low tuition	1	6.7	0	0.0	1	8.3	0	0.0
I did not want to go to school in Price	7	46.7	1	6.7	3	25.0	0	0.0
Someone who had been there before advised me to go	9	60.0	1	6.7	5	41.7	0	0.0
I was offered financial assistance	9	60.0	2	13.3	4	33.3	1	8.3
I wanted to live away from home	5	33.3	0	0.0	5	41.7	1	8.3
This college offers special educational programs	8	53.3	6	40.0	3	25.0	0	0.0
Other	2	13.3	2	13.3	1	8.3	0	0.0
No response	0	0.0	2	13.3	1	8.3	6	50.0
Totals			15	100.0			12	100.0

Note - Seven of these students planned to go to the University of Utah, two out of state, and two not specifying

A chi square test was performed to determine if the most important reasons listed for attending a two year school were significantly different from those listed for attending a four year school. No significant difference was indicated by this test so it appears that table 40 is appropriate as a listing of the reasons students go to schools other than C.E.U.

25 students planned full-time work after high school. The reasons these students listed for this decision are shown on table 42.

TABLE 42 - Reasons Listed for Wanting to Work Full-Time

Reason for Working	Number Listing	Per Cent	Number Listing Most Important Reason	Per Cent
College education is too expensive	7	28.0	4	16.0
A teacher advised me	1	4.0	1	4.0
Someone else I know advised me	6	24.0	3	12.0
College training not important for my career goal	8	32.0	5	20.0
I wanted to live away from home	4	16.0	2	8.0
I wanted to live at home	3	12.0	0	0.0
Other financial purposes	4	16.0	4	16.0
Other	1	4.0	1	4.0
No Response	4	16.0	5	20.0
Totals			25	100.0

60% (15) of these students said that they planned to enter college at a later date while 28% (7) had no plans to attend college. 8% (2) were undecided and 4% (1) did not respond to this item.

Summary and Conclusions

Table 43 shows the results of all the chi square tests conducted. When viewed in conjunction with the other results already presented, there are some relationships which appear to have meaning.

In answering the question of why a student chooses to go to C.E.U., it seems good to begin with the most obvious answers and then progress to the more complex relationships. The most prominent reasons the students listed for attending C.E.U. were that they could live at home and that they were offered financial aid. The fact that parents or relatives wanted students to attend also seemed to have an influence

TABLE 43 - Summary of all Chi square tests

	Sex	Age	Ethnic Background	High School Attended	High School Grades + or -	High School Grades Letter	Type of H.S. Program	Family Income	4 main Future Plans	Opinion of C.E.U.
All future plans	*	NS	NS	*	*	NS	*	NS		
Opinion of C.E.U.	NS	NS	NS	NS	NS	NS	NS	NS	***	
Does C.E.U. provide adequate social activities?	NS	NS	NS	NS	NS	*	NS	NS	**	***
Does C.E.U. provide more personal attention?	NS	NS	NS	NS	NS	NS	NS	NS	*	**
Is C.E.U. less expensive than 4 year school?	NS	NS	NS	NS	NS	NS	NS	*	**	NS
Does C.E.U. provide quality education?	NS	NS	NS	NS	NS	NS	NS	**	***	***
Does C.E.U. provide adequate technical preparation?	NS	NS	NS	NS	NS	NS	*	NS	***	*
Does C.E.U. provide adequate transfer preparation?	NS	NS	NS	NS	NS	NS	NS	NS	***	***
Is C.E.U. well equipped?	NS	NS	NS	*	NS	NS	NS	**	NS	**
Is C.E.U. convenient?	NS	NS	*	***	NS	NS	NS	NS	NS	***
Is C.E.U. modern?	NS	NS	NS	*	NS	NS	NS	NS	NS	NS
Is C.E.U. attractive?	NS	NS	NS	NS	NS	NS	NS	***	NS	***

* - significant at 95% level
** - significant at 99% level
*** - significant at 99.9% level
NS - not significant

on the students choice. In contrast to these reasons the most important reasons for attending other schools are to take advantage of special educational programs or the institutions' academic reputation or again because financial aid was offered. In two year schools academic and vocational reputations rank highly. Of importance in this decision also appears to be a desire to live away from home or not to live in Price and the influence of students from the other institutions. It is to be noted that the educational reputation of C.E.U. does not figure nearly as prominently in decisions to attend C.E.U. as it does in decisions to attend other schools. It should also be noted that the recommendation of C.E.U. students to attend C.E.U. is not nearly as prominent a reason for deciding to attend C.E.U. as the recommendation of other students to attend other schools is in the decision to attend another school. The conclusion here must be that there aren't as many recommendations from C.E.U. students to attend here and/or they aren't as enthusiastic in their endorsement of C.E.U. This implies a more negative reaction of students to C.E.U. than that of students of other schools to their school.

Looking a little deeper it is seen that a very significant, positive relationship exists between opinion of C.E.U. and plans to attend C.E.U. This, of course, is only natural; however, it is important to remember. Another point to remember is that there were four items in the questionnaire which the total sample did not respond significantly favorably to. Those four items being (1) the quality of the education available at C.E.U., (2) the adequacy of the social activities at C.E.U., (3) the adequacy of the preparation for work in a technical field, and (4) whether C.E.U. is a well equipped school.

There are differences in plans to attend C.E.U. depending upon which high school was attended with not as great a percentage of Emery High School students attending C.E.U., choosing, instead, to attend other two year schools. There is no significant difference, contrary to what might have been expected, in opinion of C.E.U. from school to school, so this diffence in plans to attend C.E.U. must be attributed to some factor external to C.E.U.

It is seen that other items which have a relationship (in all cases positive) with plans to attend C.E.U. are opinion of the social activities at C.E.U., the feelings on availability of personal attention, feelings on the lower expense of C.E.U., the opinion of the adequacy of technical training and preparation for transfer to another school, and most significantly, the opinion of the quality of education available here.

Parallel relationships exist with opinion of C.E.U. (which as has already been seen relates to plans to attend C.E.U.) and all of the above items except the relative expense of C.E.U. This means that C.E.U.'s low tuition is not a factor in forming an overall opinion of C.E.U. Besides what has already been mentioned, the perception of how well equipped C.E.U. is, how convenient it is, and how attractive it is also go into forming a general opinion of C.E.U. None of these have a significant relationship to the future plans of the individual. Nevertheless, how well equipped C.E.U. is and how convenient it is do have a relationship with the high school attended, as well as the opinion of C.E.U. and both of those have a relationship with the future plans of the respondents.

Other significant relationships that exist are between convenience of C.E.U. and ethnic background, adequacy of technical training and type of high school program, adequacy of social activities and letter grades, and relative expense of C.E.U., quality of education, and whether C.E.U. is well equipped or attractive with family income. In these relationships it is seen that high or low graded students are not as positive or as definite about the social aspects at C.E.U. as those with middle grades. Non-caucasions are not sure that C.E.U. is convenient to them. Those students from high income families don't think C.E.U. is attractive or well equipped or that it offers a quality education. Those students from low income families don't know if C.E.U. offers a quality education or if it costs less to attend C.E.U. than four year schools. Another relationship that exists is that those students from Emery are more negative in their appraisal of how modern C.E.U. is and those from East Carbon are indefinite in their responses to this item.

Before pulling all of the above together it would seem useful to examine another area: that of the students who choose to work rather than go to school. The reasons listed by these students for this choice primarily center on two ideas. The first is a desire to accumulate money for some purpose. Most of these students plan to attend college in the future, so it is an apparent effort to meet some of the financial burden which college imposes. The second is that the students feel that college education is not important for what they want to do in life. About half of these students listed occupations in the technical field such as pipe fitter, electrician, carpenter, and welder as their career goals. The other half listed occupations such as business, business-secretarial and coal mine administration. In looking at the data already presented, there are some more relationships of interest. It has been seen that a higher percentage of students with high grades go to four year schools while a higher percentage of students with low grades work. It has also been seen that most of those with a vocational program background in high school work and less of them go on to college. This occurs despite the fact that those from a vocational program feel that C.E.U. offers vocational training adequate to prepare them for work in a technical field as opposed to those from an academic program who generally don't know about the effectiveness of C.E.U.'s vocational training.

It appears therefore, that those who choose to work without any plans to attend any post high school institution of learning do so in the belief that college could not help them in their career goal. For some of the occupations they listed this is obviously not true. For some of the others, C.E.U. offers technical training in the specific field. It would seem that the students who choose to work, do so either out of ignorance of what college, or more specifically C.E.U., can do for them or because the educational experience is distasteful to them. This assumption comes from the fact that a higher percentage of the students planning to work are low achievers. The answer to attracting more of these students would seem to be to inform them of what C.E.U. has that would make attendance here meaningful to them.

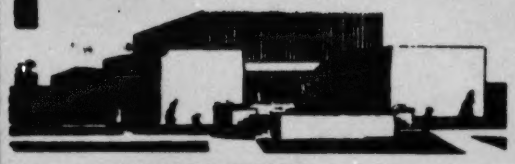
From what has been presented, it seems that the way to get a local student to attend C.E.U. is to give the local student a good opinion of C.E.U. Important in forming this opinion are social activities, personal attention, a high quality education in academic and technical areas, and having an attractive, well equipped and convenient campus. Positive feelings already exist among the majority of local

students for some of these ideas; however, those that are not generally accepted attributes of C.E.U. are (1) the quality of education available, (2) the adequacy of social activities, and (3) how well equipped C.E.U. is. It is obvious then that C.E.U.'s image in these areas needs to be improved. Preliminary to that step however, a determination needs to be made as to whether these are merely problems of image or in fact problems which exist on the C.E.U. campus. If they are real problems then they must be corrected before expecting C.E.U.'s image to change and thus attract more local students.

Other items which should improve the opinion of C.E.U., and thus the enrollment among certain elements of the local high school students, are to show minorities and students from Emery and East Carbon that C.E.U. is more convenient than any other school they might attend. Students from Emery and East Carbon also need added emphasis on the idea of how well equipped C.E.U. is. Students from high income families need to feel that C.E.U. can supply a quality education and that C.E.U. is attractive and well equipped. Students from low income families need to feel that the education they will get at C.E.U. is of a high quality and that C.E.U. is a very inexpensive way to get an education.

In examining the reasons and possible explanations for why local high school students choose to attend a particular college, one idea stands out as being of primary importance in this choice. That is that they are primarily interested in the fact that the education they receive will be of a high quality. As has been seen, significant doubt exists among local students as to the quality of education available at C.E.U. As has also been seen the recommendations of C.E.U. students to attend C.E.U. do not play as important a role in influencing potential C.E.U. students as the recommendations of students from other colleges do in decisions to attend other schools. Since C.E.U. students do not endorse C.E.U. to their friends as highly as students of other colleges do, some internal work at C.E.U. is necessary. The most significant response would appear to be to upgrade the quality of education available at C.E.U. Finally, what is required is to make sure that local students are aware of what kinds of quality education are available at C.E.U. The result of internal improvement of C.E.U. in the indicated areas and proper advertisement of the aspects found to be important in the decisions of students to attend C.E.U. should be an increase in the enrollment at C.E.U. of freshmen from the local high schools.

APPENDIX



DEAN M. McDONALD, President

COLLEGE OF EASTERN UTAH

PRICE, UTAH 84501

We would like your assistance in helping us complete a study on the characteristics of high school graduates in the local area of the College of Eastern Utah (CEU). In order to help us evaluate your educational desires we would appreciate it if you would fill out the accompanying questionnaire and return it to us at your earliest convenience. Your voluntary participation in this research will help us plan and develop the kinds of educational opportunities that will be of value to you.

All of the questions can be answered by a few words or by placing an (x) in the appropriate space. Please answer all questions which apply to you as accurately as possible. Do not spend excess time responding to questions. Your response is essential and will be held in strict confidence.

Please return this form promptly in the enclosed envelope. Your cooperation will assist us greatly. Thank you.

Sincerely,

Dean M. McDonald

Dean M. McDonald
President
College of Eastern Utah

GOLDEN EAGLES

1. What is your sex? Male ___ Female ___

2. What will your age be on September 1, of this year? ____

3. Are You:
   ____ Black/Negro/Afro-American
   ____ Mexican-American/Chicano
   ____ Oriental
   ____ Caucasian
   ____ American Indian
   ____ Other

4. What high school did you attend? _____

5. What was your average grade in high school? (Mark one)

____ A	____ C+
____ A-	____ C
____ B+	____ C-
____ B	____ D
____ B-	____ F

6. Was your high school program primarily:

   ____ Academically oriented?
   ____ Vocationally/technically oriented?

7. What is your best estimate of your families total income last year. Consider annual income from all sources before taxes. (Mark one)

   ____ Less than $5,000
   ____ $5,000-$9,999
   ____ $10,000-$14,999
   ____ $15,000-$19,999
   ____ $20,000-$24,999
   ____ $25,000 or more

8. Now that you have finished high school what do you plan to do? (Mark one)

   ____ Enter CEU
   ____ Enter 4-Year college/university (please specify) _____
   ____ Enter 2-Year college or technical/vocational/business school (not CEU)
   ____ Work full-time
   ____ Enter military service
   ____ Getting married with no plans for full-time work or more education
   ____ Undecided

9. If you plan to work now do you plan to attend college in the future?
   Yes ___ No ___

   If yes, which one? _____

10. If you plan to work would you be interested in attending classes at night or on weekends? Yes ___ No ___

11. If you plan to work full-time or go into military service indicate which of the following were important in your decision. (Mark all that apply and circle the most important reason)

____ College education is too expensive
____ My guidance counselor advised me
____ A teacher advised me
____ Someone else I know advised me
____ I could not gain admittance to institution of higher learning
____ College training not important for my career goal
____ I wanted to live away from home
____ I wanted to live at home
____ Other (explain) _____

12. If you plan to attend a 2-Year institution other than CEU or a 4-Year college or university indicate which of the following were important in your decision. (Mark all that apply and circle the most important reason)

____ Parents or relatives wanted me to attend
____ I could not get a job
____ A teacher advised me
____ My guidance counselor advised me
____ This college has very good vocational training reputation
____ This college has low tuition
____ This college has very good social reputation
____ I did not want to go to school in Price
____ I wanted to live at home
____ Someone who had been there before advised me to go
____ I was offered financial assistance
____ I wanted to live away from home
____ This college has a very good academic reputation
____ This college offers special educational programs
____ Other (explain) _____

13. If you plan to attend a 2-Year institution other than CEU or a 4-Year college or university do you plan to transfer to CEU later?

Yes ___ No ___

14. If you plan to attend CEU indicate which of the following were important in your decision. (Mark all that apply and circle the most important reason)

____ Parents or relatives wanted me to attend
____ I could not get a job
____ A teacher advised me
____ My guidance counselor advised me
____ CEU has a very good vocational training reputation
____ CEU has low tuition
____ CEU has a very good social reputation
____ I wanted to go to school in Price
____ I wanted to live at home
____ Someone who had been there before advised me to go
____ I was offered financial assistance
____ I wanted to live away from home
____ CEU has a very good academic reputation
____ CEU offers special educational programs
____ Other (explain) _____

15. If you plan to attend CEU indicate whether CEU was your:

____ First choice
____ Second choice
____ Less than second choice

16. What is your career goal? _____

17. Is there anyone in your family who is attending or has attended CEU?
Yes___ No___

18. What is your opinion of CEU?

____ I like it
____ I don't like it
____ No opinion
____ Never heard of CEU

19. Through which of the following have you heard of or about CEU?
(Mark all that apply)

____ CEU representative
____ Catalog/brochure/other CEU publication
____ Media-newspaper, radio, television
____ Other sources (please specify) _____
____ I never heard of CEU

20. Do you think CEU provides: (respond to each)

A.	Adequate social activities?	Yes___No___Don't know___
B.	More personal attention than 4-Year college?	Yes___No___Don't know___
C.	A less expensive education than 4-Year college?	Yes___No___Don't know___
D.	Quality education/training programs?	Yes___No___Don't know___
E.	Adequate preparation for work in a technical field?	Yes___No___Don't know___
F.	Adequate preparation for transferring to a 4-Year College/university?	Yes___No___Don't know___

21. Do you think the campus facilities of CEU are: (respond to each)

A.	Well equipped?	Yes ____	No ____	Don't know ____
B.	Convenient?	Yes ____	No ____	Don't know ____
C.	Modern?	Yes ____	No ____	Don't know ____
D.	Attractive?	Yes ____	No ____	Don't know ____

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 27 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES